



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Mr. Lavigne

Lesson #: 4

Facet: Interpretation

Grade Level: 11-12

Numbers of Days: 3

Topic: Making Decisions

PART I:

Objectives

Student will understand that global terrorism is a complex issue with roots throughout history

Student will know motivations for conflict, death tolls, government vs. rogue action, governments in control, leaders in control, historical background, lasting effects of conflict, human cost of war, differing points of view for victims of conflict

Student will be able to consider historical, social, and cultural basis for multiple points of view including their own. Infer some of the political and social ramifications for making specific foreign policy decisions.

Product: Online Forum

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, concepts, themes and patterns

Grade Level Span: Grade 9-Diploma "The World in the Contemporary Era"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Performance Indicators: b, c, d

Rationale: Students will know how historical events have impacted the present and use that knowledge to make decisions about policy in the present.

Assessments

• **Online Forum:** As a class we will create an online forum where current developments in the Middle East can be discussed. After each class I will post a news article to the forum as a new discussion topic, students will have the ability to give their personal reaction to the article and react to their classmate's interpretations. I will expect that students will have given both their personal reaction to the article as a "comment" on the forum and a reaction to a classmate's comment as a "reply" to their comment. Responses do not have to be longer than a paragraph so long as they show an understanding and a personal position on the article. I ask that you respond to a different student each time you reply and that replies stay positive regardless if you agree or disagree. We will often disagree in this course and this assignment is to build skills in respectfully disagreeing rather than harboring negative feelings

towards someone for their opinion, that being said it's important for us to keep our responses honest without being inflammatory. (100 points)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Decisions, decisions (philosophical chairs)

Section II – timely feedback for products (self, peer, teacher)

Teacher will approve topics at the end of the first class so that students will have all of day 2 to work on their topic and can spend time at home working on research as well.

Summative (Assessment of Learning):

As a class we will create an online forum where current developments in the Middle East can be discussed. After each class I will post a news article to the forum as a new discussion topic, students will have the ability to give their personal reaction to the article and react to their classmate's interpretations. I will expect that students will have given both their personal reaction to the article as a "comment" on the forum and a reaction to a classmate's comment as a "reply" to their comment. Responses do not have to be longer than a paragraph so long as they show an understanding and a personal position on the article. I ask that you respond to a different student each time you reply and that replies stay positive regardless if you agree or disagree. We will often disagree in this course and this assignment is to build skills in respectfully disagreeing rather than harboring negative feelings towards someone for their opinion, that being said it's important for us to keep our responses honest without being inflammatory.

Integration

Technology: Online Forum (Augmentation): Students will be participating in an online forum to discuss and attempt to solve issues of foreign policy. I put this at the augmentation level because it replaces regular dialogue but allows for communication even if both parties aren't present and a student could add links, charts, data, ect. to their post if they felt so inclined.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Story Map Graphic Organizers help students formulate an argument and come up with a solution.

Section II – Groups and Roles for Product

Students will be discussing foreign policy online in a forum together and reacting to each others' ideas with respect.

Differentiated Instruction

MI Strategies

Verbal: Students engage in classroom discussion/debate where they are free to express their ideas regarding addressing terrorism.

Logic: students will be asked to formulate logical reasoning as to why they believe what they're saying is the best course of action.

Visual: Students will watch a video of Maajid Nawaz as a hook for the lesson.

Intrapersonal: Students will individually formulate their opinion and the reasoning that informs it.

Interpersonal: Students will discuss their opinions and debate with each other and will have to consider each other's ideas.

Kinesthetic: Students will be moving about the classroom freely in a station based forum discussion.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Absences are inevitably going to occur over the semester for numerous reasons that are out of our control, that being said it is still important to keep up with the course content. For this reason I will make the content of each class accessible on the class wiki page. Additionally each student will exchange contact information with two other students (email, cell phone number, facebook profile, etc) who can clarify questions about the content or expectations (of course I will always be available via email to answer any questions as well). Extended deadlines for classwork due to absence are negotiable, however they will be expected the following class period if an extended deadline has not been agreed upon. Students who are absent will still be asked to participate in the online forum if they are able to do so.

Extensions

My goal in this class is for you to come away with an understanding of the material, assignments are often my way of ensuring that I'm doing an effective job conveying that information to you. That being said i'm not operating under the assumption that no learning can take place if an assignment is not completed on time, but I do expect if there is an issue that will prevent it from being completed on time that it is communicated before the due date. If an issue is communicated prior to the due date of an assignment there is always potential for an extension or a reduced deduction from their grade, however if no communication has taken place the student will receive a 10% deduction from their grade for each class period it is late. Each assignment is designed to build on the last which hopefully will serve to add to the class experience and for that reason due dates are important. In terms of format I expect all typed assignments to be in Times New Roman 12pt font and double spaced.

Gifted Students: Send action plan to local congressperson.

Materials, Resources and Technology

Laptops or computers for all students

Projector

Story Map graphic organizers

Source for Lesson Plan and Research

http://www.teacher-soup.com/attachments/097_Story_Problem_and_Solution.pdf

graphic organizer

<https://www.youtube.com/watch?v=Zw1TLVKadzg>

Hook video

<http://penpalreflectionblog.blogspot.com/>

Online Forum

PART II:

Teaching and Learning Sequence

Students will be set up in small round table groups of 3-4. My desk will be in the corner so if I do have the chance to sit I will have a view of the whole classroom. Most of my teaching will be done standing up in front of the board or walking around the classroom.

Agenda (include days and times)

Day 1

Hook 10 minutes

Research forum topic 50 minutes

Topic approval (exit ticket) 10 minutes

Debrief 10 minutes

Day 2

Students fill out Story Map graphic organizer 30 minutes

Students research topic/start to formulate forum argument 40 minutes

Debrief 10 minutes

Day 3

Station debate 70 minutes

Debrief 10 minutes

Teaching and Learning Sequence

Students will be able to make nuanced decisions about foreign policy that show a thorough analysis of political and social ramifications based on past history of the region. The standard that will be addressed is E1 *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* The hook for this lesson will be [a video of Maajid Nawaz](#) a former Islamic extremist who now works in counter-terrorism, Maajid offers his solution for dealing with global terrorism in this video. My hope is that this video shows students that dealing with foreign policy issues especially in the modern Middle East can be complex and innovation is necessary so they are encouraged to deviate from historical precedent so long as they can justify it.. **What, Where, Why, Hook Tailors:** *Visual, Intrapersonal, Verbal*

Students will know how to make informed foreign policy decisions. They will be able to cite past historical examples that justify their positions and use nuance to inform them. Utilizing our [online forum](#) students will be able to state their opinions on what course of action would be the most prudent in sensitive issues of foreign policy in the Middle East. The purpose of this is to show students that there are many different schools of thought when it comes to foreign policy and answers are not finite. The subjectivity of this assignment allows for students to have a lot of freedom in choosing their own course of action. Class time will be used primarily for researching their topic to formulate a strong argument as to why they think the way they do. The teacher will have the students share their discussion topics as an exit ticket for class so that the instructor can make sure they are on the right path.

Equip, Explore, Rethink, Tailors: *Interpersonal, Intrapersonal, Musical, Verbal, Logical*

Students will be researching a topic to debate that sparks their interest. Students will have to give the topic to the instructor as an exit ticket for the end of the first class so they know whether or not their topic is something that they can pursue. The second class students will have time to go over their topic research more and finalize ideas through the use of their graphic organizer where they can receive peer or teacher feedback. **Experience, Revise, Refine, Tailors:** *Visual, Verbal, Interpersonal, Intrapersonal, Logical*

The final product will largely be based on whether or not students can back up through the use of historical precedent or social and political ramifications why they chose to choose the course of action that they did. Students will take turns walking around the class in a station based debate forum and will be able to respond to each student's topic after listening to their pitch for their foreign policy decision. Finally The students will be judged on their ability to answer their classmates' questions or responses to their foreign policy decision and justify why they made their decision. **Evaluate, Tailors:** *Intrapersonal, Interpersonal, Logical, Verbal, Kinesthetic*

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Learning Styles

Clipboard: *Students will use story map graphic organizer to organize arguments.*

Microscope: *Students will understand how their foreign policy decision effects the world around them.*

Puppy: *Grades in this lesson will be based on opinion so students have a lot of wiggle room for success.*

Beach Ball: *Class debate/forum give students control of the direction of conversation and students are free to talk about subjects they choose as long as it fits within the lesson.*

Rationale: *My lesson is designed to appeal to each of these areas for the reasons I have listed above.*

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative: *Topic approval exit ticket.*

Summative: *Final Forum debate.*

Rationale: *Students are applying the knowledge and learning how to formulate it into a cohesive and convincing argument.*

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

MLR or CCSS: *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.*

Facet: *Interpretation*

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies

Verbal: Students engage in classroom discussion/debate where they are free to express their ideas regarding addressing terrorism.

Logic: students will be asked to formulate logical reasoning as to why they believe what they're saying is the best course of action.

Visual: Students will watch a video of Maajid Nawaz as a hook for the lesson.

Intrapersonal: Students will individually formulate their opinion and the reasoning that informs it.

Interpersonal: Students will discuss their opinions and debate with each other and will have to consider each other's ideas.

Kinesthetic: Students will be moving about the classroom freely in a station based forum discussion.

Type II Technology:

Online Forum (Augmentation): Students will be participating in an online forum to discuss and attempt to solve issues of foreign policy. I put this at the augmentation level because it replaces regular dialogue but allows for communication even if both parties aren't present and a student could add links, charts, data, ect. to their post if they felt so inclined.

Rationale: Students are able to debate each other in an online forum which makes distance a non-factor and students can add supplemental material to their argument.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: b, c, d

Students are engaging with real world issues the use of technology. Students are reflecting on their experience that is collectively accessible through a blog.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: a, b, c Students will be using digital tools that aid their learning experience. The blog will be a learning environment that students can pursue a foreign policy issue of their interest and can approach it however they would like.